

Views of those who use your setting and those who work with you

This section should record:

- the views of the children who attend your setting and those of their parents or carers
- the views of any professionals who work with you, especially the local authority, your local children's centre or any health professionals
- details of any quality assurance scheme you participate in.

Include examples of the ways in which you seek views and any action you have taken to improve as a result of those views.

SECTION 2: VIEWS OF THOSE WHO USE YOUR SETTING AND WHO WORK WITH YOU

This section asks you to tell us about the views of the children and their parents or carers. It also asks how you capture the views of other professionals who may work with you, including your staff and any volunteers, those who administer quality assurance schemes, your local authority advisers, your local children's centre colleagues and any health professionals or social workers. Things to consider include:

- how you obtain and use the views of others, for example through using parental questionnaires, parent meetings, staff meetings
- whether parents are included in your management body or how else they contribute directly to the running of your provision
- how you know and use children's views and ideas
- how you work with other organisations, for example whether you have any agreed working protocols
- whether you are part of a quality assurance scheme or use any other systems or methods to assess what you do. If so capture the details here.
- reference to any local authority support and intervention
- examples of any feedback you have had from other professionals who work with you or with the children you care for
- examples of any action you have taken to change your provision as a result of the views of others.

- the pre-school management committee comprises of 60% parents which ensures that decision-making is a democratic process and adheres to official protocol. Parents are constantly reminded that they are able to have agency within the group, and are encouraged to join the committee. One example of committee influencing daily practice was to suggest a push for an afternoon session (following feedback from parent/carer surveys) so there is one full day available to give children moving up to school an opportunity to experience a full day. This was implemented within a couple of months and filled to maximum capacity immediately

- we have recently conducted our annual parent survey where parents/carers could anonymously feedback to us on a range of aspects of the setting – the results are currently being collated
- previous parent and carer surveys and comments have been used to refresh and improve the service such as:- introducing an afternoon session; changing the start and finish time of sessions; keeping parents who are unable to drop off or pick up their child (attending once a week) informed by phone of how they are getting on; increasing effort to make sure that attention to parents is shared on a daily basis and that significant moments/ observations are shared
- generally there is an excellent rapport between parents, carers and staff evident by the friendly, easy atmosphere at drop-off and pick-up times. However as a staff team we are aware that this does not necessitate parents feeling comfortable about raising issues, and may sometimes in fact have the opposite effect. On the whole most issues are not serious and are dealt with on the spot.
- a Facebook page has been set up and the parents are encouraged to comment about things their child has said or done at pre-school. We also post photos (without faces) to show parents different activities that we do for example most recently our outing to the local boatbuilder
- staff are aware that some parents are less confident and therefore less likely to assert themselves with queries and concerns and this is accommodated by building up good relationships over time and by approaching these parents regularly to give feedback about their children
- we are aware that we have nurtured friendships between parents by doing this, by feeding back to them about developing friendships between their children.
- we issue a regular half-termly newsletter
- we have regular help from parents and carers. One parent who lacked confidence started by helping us with washing up once a week. She is now doing 16 hours a week with us as part of a City and Guilds qualification
- we have regular volunteers from the community, who help for whole sessions, and also run our under 3's toddler stay and play group – and we receive positive comments from parents and carers of toddlers who want their children to come to us because of our good reputation
- our annual Sports Day and Leavers Ceremony is always 100% attended by parents, relatives and carers and many say how much they have enjoyed it
- our annual Nativity is always 100% attended by parents, relatives and carers and many say how much they have enjoyed it
- our annual Strawberry Fayre is very well supported with parent helpers with roughly 75% helping for at least an hour – this is a major village event and also attracts many other volunteers from the village, and other village groups are invited to run stalls/games which raise their profile and funds
- twice a year in spring and autumn we have a 'groundforce' weekend in the garden which is always well-supported by parents, staff, committee and village volunteers
- the children are listened to and their views respected, this is evident and reflected in the planning when activities occur as direct result of requests and observations

- the children are encouraged to say what they like and don't like about pre-school during gathering times and at other times.
- the children have a chance to speak up in a quieter environment during small group 'bubble times' (a direct response to observing that some children found it difficult to be heard in main room)
- the children express themselves confidently as staff build up warm, sensitive relationships with them
- the children show that they relate well to certain members of staff by being eager to show them their achievements and bringing things from home that they have made for them or wish to share with them
- staff know the children well and are able to sense when things may not be quite right and in these instances children are more supported and closely observed
- staff meetings are held regularly and all staff say they feel confident speaking out on a range of issues
- children with additional needs are enabled through use of visual and other strategies implemented by staff following training and support from area SENCO.
- the children are able to talk about things that they particularly like or would like to do again when they look through their Learning Journeys with keyworkers
- parents and carers tell us that their children love looking through their Learning Journeys with other family members, and parents of past children say how much their children still like looking at their Learning Journeys
- attendance by parents at our annual transition evening (held in adjacent school with the headteacher and Foundation Stage teacher and LSA's) is almost 100% and past parents tell us it was very useful
- we have had very positive feedback from Specialist Teacher and our area SENCO regarding our work with a particular child with global development delay. Additional feedback received via them from the Pre-school Allocations Panel was that our EYFS observation summary and Provision and Outcomes feedback were an excellent model example
- aforementioned Area SENCO said that if she had a grandchild she would want them to attend Rowhedge Under 5's
- CADU (Child Assessment Development Unit) have said they are very grateful that we have attended appointments with families and that it is very beneficial for building a broader picture of a child and that it is unusual for settings to do this
- parents whom we have accompanied to CADU appointments have said that it has helped them to feel more confident and comfortable that we are there with them
- we recently had a pilot review carried out by independent EY consultants developing a tool for assessing the setting's use of Sustained Shared Thinking and Emotional Well-being (SSTEW)
- the outcome was positive and encouraging but also enabled us to extend our provision for example going out into the community more – since that assessment at end of February 2016, we have had six extremely successful outings, to the local surgery, the local boatbuilder, twice to

adjacent school Forest School site (the first visit there was to investigate spacecraft crash!), and a short bus journey to a greengrocers to buy vegetables to make soup – we have received much feedback from parents about how much their children have talked about these outings and how they now look forward to them

- the SSTEW assessment also refreshed us with regard to how we extend the children's thinking and this has in turn made our planning more creative
- it has also inspired me as manager to revisit work I did as part of my Foundation Degree dissertation around children's schemas. So we will do some whole setting in house/ongoing training on this, as several newer members of staff will benefit from increasing their knowledge and understanding of schemas and their importance in children's emotional well-being and cognitive development and I feel this would be more effective than 1 or 2 members of the team attending off site training
- we receive extremely positive feedback from our local headteacher (Kerry Malcolm – St.Lawrence Primary School) who tells us that the children from RU 5's (usually over 2/3 of cohort) are always very 'school ready', in terms of their confidence and self-esteem, self-care, social skills and listening and attention
- health professionals in the village tell us that they hear very good reports about our provision and how happy people seem with it
- the school, Parish Council, Diocese and Village Hall Committee and ourselves (from where we operate) are working together to build an extension on the village hall which when built will greatly enhance our provision – these organisations recognise the vital and excellent service that we offer and wish to assist us in achieving this aim
- setting manager is annually invited to give presentation at Parish assembly to inform the community of progress and generally keep people aware of the vital service that is provided both in terms of provision for children and families but also as an employer and venue for training and development opportunities